Student Discipline Updates

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Student Discipline: Updates

A. Student Discipline Rulemaking

B. Behavior Menu of Best Practices

C. Discipline Data

D. Student Discipline Training

E. ESSA and Student Discipline

(2013) ESSB 5946:
Student Discipline and Behavior

- ✓ Set **time limits on exclusionary discipline** practices and provided additional due process rights for students.

- ✓ Created **Discipline Task Force** to develop data collection and definition standards related to school discipline.

- ✓ Directed OSPI Data Governance to **revise CEDARS** to incorporate Task Force data collection standards.

- ✓ Made **discipline data publically available** through OSPI website.

- ✓ Included **behavior in the scope of LAP** and directed OSPI to create a **menu of best practices for behavior**.

4SHB 1541:
Disproportionality in Student Discipline

✓ A long-term suspension or expulsion must not exceed the **length of an academic term.**

✓ School districts **restricted from using long-term suspension or expulsion** except for certain severe behavior violations.

✓ School districts may not suspend the provision of educational services as a disciplinary action and must **provide an opportunity for students to receive educational services** while suspended or expelled.

✓ School districts **must use disaggregated data** to monitor the impact of district discipline policies and procedures.

✓ School districts **must review and update discipline policies** and procedures in consultation **with staff, students, families, and the community**.

Discipline Rulemaking: Phase 1

Student Discipline
Chapter 392-400 WAC

Purpose: Expedited rulemaking to align Chapter 392-400 WAC with HB 1541 (expedited rulemaking does not allow for guidance beyond alignment)

Effective: September 1, 2016

Communication:

- Bulletin: June 9, 2016
- Updated WSSDA Policies: July 2016
- Ongoing district training

Enrollment Reporting
WAC 392-121-108

Purpose: Allow school districts to count students who have been suspended or expelled for enrollment, so long as educational services are provided

Effective: September 1, 2016

Communication:

- Student Enrollment Handbook: Aug. 2016
- Bulletin: Sept. 8, 2016
- District training

Discipline Rulemaking: Phase 2

Substantial rewrite of Chapter 392-400 WAC for the purpose of:

- Improving the clarity and readability of the rules for both school districts and families

- Clarifying requirements that became effective in 2016 with passage of House Bill 1541

- Increasing opportunities for families to participate in the development of discipline policies and in resolving discipline-related issues

- Incorporating feedback from internal and external groups, including the Student Discipline Task Force that OSPI reconvened between Oct. 2016 and Jan. 2017

Student Discipline Proposed Rules

Public comment period is open until November 13, 2017 at 5:00pm

Written comments: DisciplineRuleComments@k12.wa.us

Public Hearings:

October 17, 2017 | Spokane | 1:30–4:30 p.m.
October 30, 2017 | Yakima | 3:00–6:00 p.m.
November 7, 2017 | Renton | 1:00–5:00 p.m.
November 13, 2017 | Olympia | 1:00–4:00 p.m.

For more information: http://www.k12.wa.us/studentdiscipline/rules

Discipline Data:
2015–16 School Year

Discipline data publically released on August 4, 2017

3.7% of all students in Washington were suspended or expelled during the 2015–16 school year (42,581 students in total)

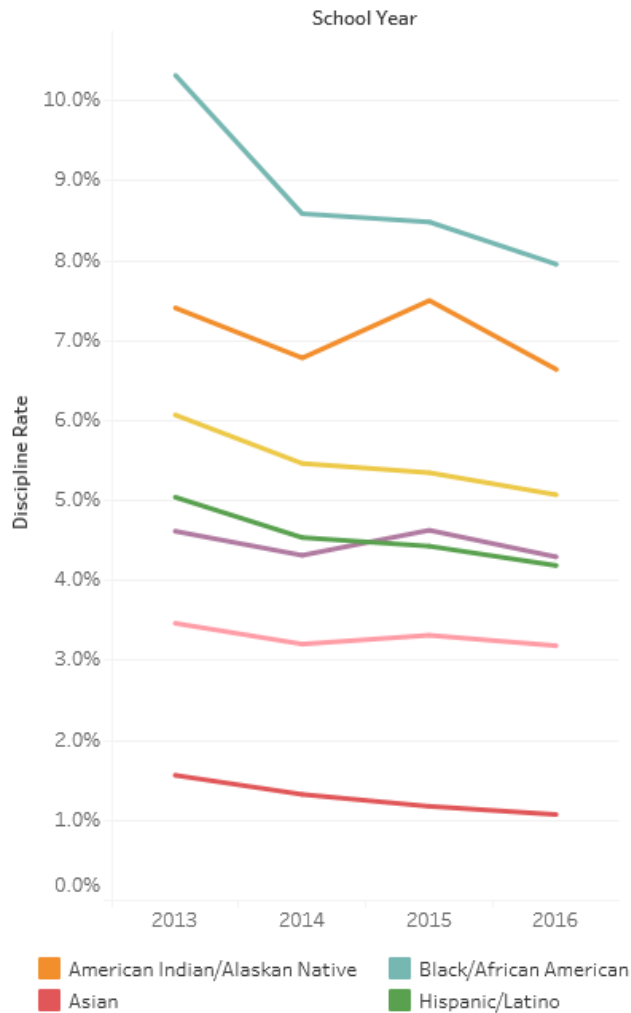Statewide discipline rates are decreasing:

Out-of-School Exclusions: **5% decrease** (1804 fewer students than 2014–15)

Long-term Suspensions: **18% decrease** (592 fewer students than 2014–15)

Expulsions: **41% decrease** (497 fewer students than 2014–15)

However, racial disparities and disparities by other student groups continue…

		School Year			
		2013	2014	2015	2016
American Indian/Alaskan Native	Discipline Rate	7.4%	6.8%	7.5%	6.6%
	Students with Exclusio..	1,354	1,264	1,371	1,169
	Student Enrollment	18,274	18,633	18,275	17,609
Asian	Discipline Rate	1.6%	1.3%	1.2%	1.1%
	Students with Exclusio..	1,250	1,066	974	916
	Student Enrollment	79,779	80,309	82,660	85,214
Black/African American	Discipline Rate	10.3%	8.6%	8.5%	8.0%
	Students with Exclusio..	5,549	4,670	4,619	4,315
	Student Enrollment	53,799	54,376	54,447	54,242
Hispanic/Latino	Discipline Rate	5.0%	4.5%	4.4%	4.2%
	Students with Exclusio..	11,801	11,072	11,309	11,105
	Student Enrollment	234,016	243,918	255,219	265,113
Native Hawaiian/Other Pacific Islande	Discipline Rate	6.1%	5.5%	5.3%	5.1%
	Students with Exclusio..	663	627	649	641
	Student Enrollment	10,920	11,472	12,132	12,635
Two or More Races	Discipline Rate	4.6%	4.3%	4.6%	4.3%
	Students with Exclusio..	3,416	3,379	3,895	3,829
	Student Enrollment	73,968	78,293	84,124	89,112
White	Discipline Rate	3.5%	3.2%	3.3%	3.2%
	Students with Exclusio..	22,885	20,883	21,643	20,681
	Student Enrollment	660,127	651,241	652,436	649,143

http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DisciplineRates.aspx
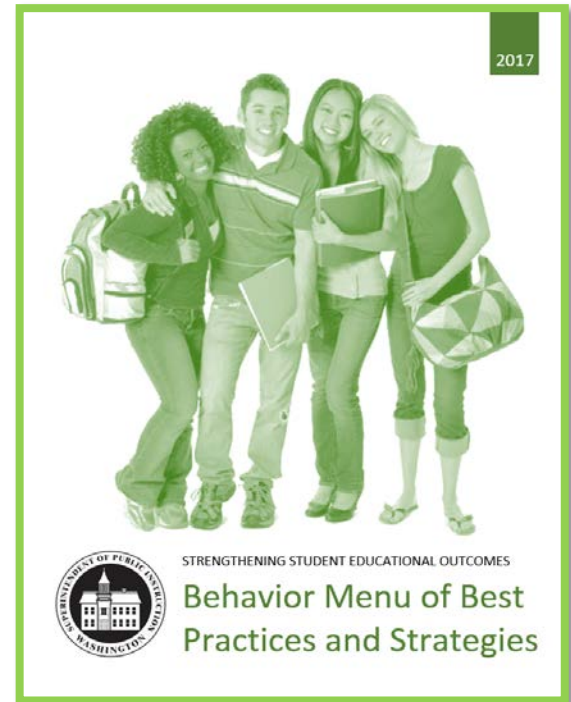
Behavior Menu of Best Practices

2013 legislation directed OSPI to create state menus for ELA, Math, and Behavior

Menus were developed by panels of experts, WSIPP, and OSPI staff and are updated annually by July 1

Third version of the behavior menu was published May 24, 2017

Districts implementing LAP services must use the menus

Under Washington's ESSA plan, schools identified for improvement will be required to use the menus

2017

STRENGTHENING STUDENT EDUCATIONAL OUTCOMES
Behavior Menu of Best Practices and Strategies

http://www.k12.wa.us/menus

Behavior Menu Organization

Welcome

Background

Learning Assistance Program

Washington State Institute for Public Policy

Integrated Student Supports Protocol

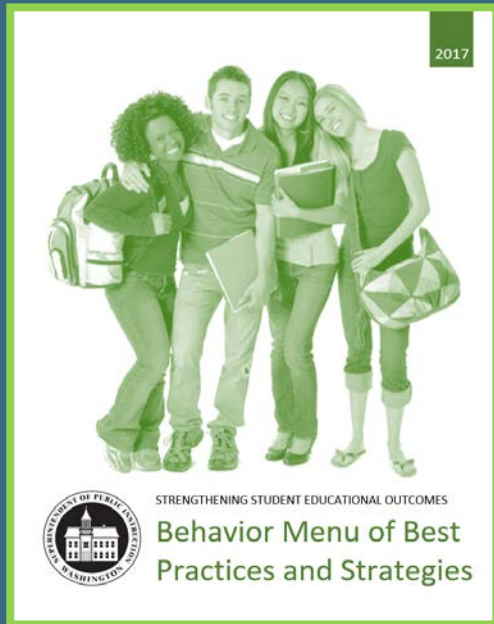Multi-Tiered System of Supports

Content Philosophy

Menu Entries

Implementation

Appendices

Behavior Menu Organization: Menu Entries

Student-Centered Practices and Strategies

○ Behavioral Health
○ Behavior Monitoring
○ Mentoring
○ Peer Mediation
○ Restorative Justice**
○ Social Skills Instruction

Educator-Focused Practices and Strategies

○ Behavior Consultant Teacher/Instructional Coach
○ De-escalation
○ Professional Learning Communities
○ Targeted Professional Learning
○ Trauma-Informed Approaches**

Transition and Readiness Practices and Strategies

○ High School Transition Supports and Credit Retrieval
○ Kindergarten Transitions*

Family and Community Practices and Strategies

○ Family Engagement**
○ School-Community Partnerships

*New Entry **Updated Entry

Discipline Training

Purpose: **To support implementation** of discipline policies and procedures under WA State law.

Audience: **All school and district staff** who interact with students, including instructional staff and non-instructional staff.

Timeline: Training modules will be **developed and released in phases** during the 2017–18 school year.

Format: Modules will be made available online in formatting that allows both **in-person and online delivery** of the content.

Discipline Training: Content

- The **first module** will provide a foundation for understanding **best practices** in discipline and discipline **laws**.

- **Subsequent modules** will provide **additional details** regarding the use of data, due process, and other **discipline procedures**.

Best Practices

WA Laws

ESSA and Student Discipline

The Every Student Succeeds Act (ESSA):

- requires **state plans** to include how the state will support school districts "to improve school conditions for student learning, including through reducing [...] the overuse of discipline practices that remove students from the classroom"

- requires **district plans** to include how the district "will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by [...] subgroups of students."

Title I, Part A Annual Plan: Student Discipline Checklist

- District Discipline Point-of Contact

- Assurances regarding implementation of state laws

- Identify data reviewed by types of discipline actions at district and school level

- Approaches used to prevent or address behavior while reducing the use of exclusionary discipline and reducing disproportionality

- District implementation of a Multi-Tiered System of Supports (MTSS) that integrates behavioral supports with other domains

- Professional development for school, district, and contracted staff to (1) support implementation of discipline policies and procedures and (2) provide strategies to prevent and address behavior

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Contact Information